

During the 2023-25 and 2025-27 biennia, the Oregon Department of Education (ODE) invested approximately \$8 million in the Integrated Community Partnership (ICP) Grant, supporting 16 organizations in reducing chronic absenteeism through stronger school-community partnerships and student-centered supports. This Progress and Impact Brief highlights the grant's progress and accomplishments during the first year (SY 2025-26) of the 2025-27 biennium. Building on the foundation established in the 2023-25¹ biennium, grantees expanded and deepened local partnerships, built and refined data systems to advance and document the grant's impact, and worked to ensure sustainability beyond the life of the grant.

Consistent with the 2023-25 biennium reporting requirements, grantees were required to submit quarterly expenditure reports that included both quantitative and qualitative data, report on project measures, and provide additional information as needed. Grantees also participated in a monthly Community of Practice to strengthen collaboration, share effective strategies, and build collective capacity to reduce chronic absenteeism. In summer 2026, members of the ODE team met with each grantee, as part of the mid-biennium progress review, to discuss the impact of their work, challenges to implementation, and sustainability moving beyond the life of the 2025-27 biennium grant. The examples in this brief highlight learnings and accomplishments shared during the mid-biennium progress reviews. The three areas highlighted in this brief are:

1. Expanding student and family supports amid budget challenges
2. Integrating attendance data systems through a systems approach
3. Building caring connections through case management, mentoring and peer support

Challenges, Impact, and Promising Practices

Expanding Student and Family Supports Amid Budget Challenges

Several grantees reported that school budget deficits affected programs and services, both directly and indirectly. For example, one grantee explained that while funding during the 2023-25 biennium was intended to build attendance-related capacity, budget shortfalls required them to redirect resources to maintain essential services for focal student groups. District-level cuts affected student access to counseling, nursing, mental health services, and enrichment opportunities such as field trips. At the same time, partner organizations were also experiencing budget constraints and high staff turnover, limiting their capacity to collaborate and strengthen coordinated systems of support. Although ICP grantees have established strong relationships and

¹ [Integrated Community Partnership Grant 2023-25 Report](#). Of the 16 grantees, nine are community-based organizations, two are culturally specific organizations, four are Education Service Districts (ESDs), and the Confederated Tribes of Grand Ronde.

trust among school and district partners, sustained funding and programming are essential to sustain the systems needed to reduce chronic absenteeism.

To address budget shortfalls, many grantees collaborate with districts to support or align with district-offered summer programming. **Douglas Education Service District** (Douglas County) offers supplemental activities, including a culinary series and Science, Technology, Engineering, Arts, and Math (STEAM) days for district programs, as well as support for field trips and literacy support. In prior years, **Black Parent Initiative** (Portland Metro/Multnomah County) hired high school students to be student mentors to elementary school students. This year, they shifted to training parents and implementing a parent-led tutoring model, building family capacity to support student literacy over the summer.

The Boys & Girls Club of Western Treasure Valley (Malheur County) has partnered with the Ontario School District to maintain transportation to and from school. The district committed to making the Clubhouse a stop before summer school, to ensure students had a warm start to their day with breakfast and participation in programming before attending summer school. **The Boys & Girls Club of Bend** (Deschutes County and central Oregon) has extended their summer programming two additional weeks (from 10 weeks to 12 weeks) in order to maintain continuity of student learning across the entire summer and ensure there are no childcare gaps for families. **The Crest and Vesper Meadows** (Cascade-Siskiyou region) have expanded their field trip programming to include classroom lessons before and after field trips that reinforce and build upon student's onsite experiences.

Better Together (La Pine High School) collaborated locally to support a five-week intensive summer construction pre-apprenticeship program where students can earn eight college credits, a stipend, industry credentials, and a direct pathway into a carpentry apprenticeship. School administrators, CTE teachers, and other staff, identified eligible students based on attendance, career goals, and other indicators, and worked with students and families to remove barriers and connect them with resources and support to ensure students can fully engage in the program.

Boys & Girls Club of Corvallis (Corvallis School District) works closely with teachers and school leaders to align afterschool programming with school-day literacy and social-emotional learning goals through regular teacher communication and monthly meetings.

Integrating Attendance Data Systems Through a Systems Approach

Grantees had varying levels of access to attendance data and differed in how frequently they could access it, oftentimes reflecting their organizational type. For example, ESDs leveraged staff capacity, existing data-sharing agreements, and established data systems to tailor support to district needs, increase district ownership of attendance processes, and support the successful implementation of attendance teams. Other grantees, including community-based organizations (CBOs), culturally specific organizations, and the Confederated Tribes of Grand Ronde, are integrated into school- and district-level data systems in a variety of ways. Depending on the

grantee and local context, this may include participating in teams that review attendance and trend data, conducting individualized student outreach and support, implementing organization-specific data review protocols, and engaging in school-based processes and early warning systems to identify and support students who are absent.

Within these varied approaches, grantees have developed promising practices to collaborate with local networks, community partners and school teams to analyze attendance and other relevant data, refine supports, and address students' holistic needs. **Riverview Center for Growth's** (Lane County) peer support specialists who work at school sites, review student-level attendance and engagement data with Riverview's Wellness Director and Director of Research as well as school site Mental Health professionals to understand student progress, identify emerging needs, and determine additional supports students may need. Through its Youth Attendance Taskforce, **Klamath Promise** (Klamath County) reviews the Student Health Survey with community partners to deepen cross-partner understanding of local context and identify where increased support is needed, making the data more actionable.

Grant County ESD (Grant County) leads district collaboration through a weekly meeting where administrators review attendance and other needs assessment data to support continuous improvement and planning. This collaboration supports alignment across district policies and practices, promotes consistent communication with students and families, and reinforces attendance as a priority among collaborating districts. **Willamette ESD's** (Marion, Polk, and Yamhill County) Attendance Community of Practice builds school and district staff capacity to collect, review, and use data to develop actionable next steps that strengthen school systems, with a focus on culture and climate.

Recognizing that attendance data does not always tell the full story of successes and challenges of regular attendance, ICP grantees used their trusted relationships with students and families to complement school data systems, which helped identify barriers and connect students with needed support. For example, through their relationships with students and families, **Todos Juntos** (Clackamas County) has identified barriers not reflected in attendance data alone, including mental health challenges, substance use, bullying, racism, and other factors affecting student engagement. Todos Juntos also learned that some families were contacting individual school staff members directly for support because language access services were insufficient. Staff elevated these concerns to school leaders and helped families access appropriate resources.

To assess the impact of their services, **Jackson Street Youth Services** (Linn and Benton County) uses qualitative and quantitative measures to communicate challenges experienced by youth facing significant instability and build local support. Success measures include referral volume, successful cross-agency connections, number of youth engaged through outreach and drop-ins, shelter utilization, academic reengagement efforts, and increased coordination between schools and community providers.

Building Caring Connections Through Case Management, Mentoring and Peer Support

ICP grantees promoted caring connections and supportive relationships by pairing students with adult mentors and case managers, and establishing peer mentoring programs². For example, mentors at **Triple Threat Mentoring** (Portland-Metro area) have expanded one-on-one meetings with their assigned mentees and provided mentoring to other students at four school sites during group check-in events. By the mid-biennium, Triple Threat Mentoring had connected with more than 100 additional students while maintaining the one-on-one connections with their mentees. **The Confederated Tribes of Grand Ronde** (Yamhill County and Polk County) provides expanded support for students who have transitioned to online enrollment due to ongoing attendance challenges and are enrolled in district online academic programs. When a student begins their online coursework, an academic coach contacts the family to offer academic virtual tutoring services, available twice a week, as well as in-person afterschool opportunities. The academic coach sends progress reports and texts and conducts home visits in partnership with the TAPP Program and school Care Team. **The Shadow Project's** Reading Mentors (Greater Portland Metro area and Yamhill County) foster one-on-one relationships with elementary students, helping them gain confidence and strengthen their literacy skills in a non-judgmental and non-evaluative environment.

Priorities for the Remainder of the Biennium

Attendance is a key pillar of Oregon's accountability efforts, with districts required to set and record progress towards meeting targets on both overall regular attender rates district-wide as well as rates for kindergarten through second grade. The ICP grant is a key component of ODE's attendance initiatives.³ ICP grantees build local capacity and expand resources locally, allowing schools to deepen community partnerships and community engagement, as a system-level strategy embedded within accountability, planning, and improvement efforts to advance student outcomes.⁴ Looking ahead to the remainder of the biennium, ODE will continue to leverage the Community of Practice, quarterly expenditure reports, and other reporting processes to identify and address grantee needs, elevate and scale emerging and promising practices, and support grantees in planning for sustainability beyond the grant period.

² Research identifies these as promising approaches to improve regular attendance. See [Promising Approaches for Reducing Student Chronic Absenteeism](#), University of Oregon HEDCO Institute (2026).

³ Priority Outcome 1, of the Belonging and Wellness Pillar of [ODE's Strategic Plan](#) names Increased Regular Attendance.

⁴ Within the Student Investment Account and [Oregon's Reimagined Accountability Framework](#), community engagement is a core priority for student success under the goal of cultivating Engaged Partners and Communities. Further, the Strategic Plan.